


School Continuous Improvement Plan

DIRECTIONS:

For your School CIP in ALEAT develop **one** SMART Goal that addresses how the school will improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance and graduation rate. Arizona's ESEA Flexibility Request identifies revised AMOs for reading and mathematics that should be used along with other measures when writing the SMART goal.

If your school has been identified as a Priority, Focus, Pre-Intervention or Priority-SIG, then your plan (which will also be your School Improvement Plan) must include two additional SMART Goals (one for reading and one for math) that specifically address the needs of the bottom 25% (quartile) of the student population.

FOR MULTI-SITE LEAs - EACH TITLE I SCHOOL MUST HAVE A SCHOOL CIP

- ***As an LEA user*** - go to the LEA overview page in ALEAT, click on the graduation hat icon  Schools (7) to display the list of your LEA's schools. Click on the name of a school to open the plan.
- ***As a school user*** - ALEAT will open up to their school plan directly, where they can add your Improve Student Achievement Goal, strategies, Action steps.

FOR SINGLE-SITE LEAs - DO NOT CREATE A SEPARATE PLAN

Add the required components (SW or TA) to your LEA CIP and include a Schoolwide or Target tags as applicable.

Include Strategies and Action Steps that address all components for each program type (SW or TA) as listed in the Matrix starting on page 3:

- **School Leadership**
- **Strengthen instruction for all students**
- **Intervention program for struggling students**
- **Data-driven decision making**
- **Coordinated and comprehensive services**
- **Plan development, implementation, and evaluation**

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**Underlined components listed in the Matrix must be included to meet the requirement of
Sections 1114 (Schoolwide) and 1115 (Targeted Assistance)**

SCHOOL CONTINUOUS IMPROVEMENT PLANS MATRIX

Goal – To improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance and graduation rate.
(Need to enter SMART components and AMOs.)

Schools that are not in School Improvement level plans have will only have this one goal! Underlined components are required!

A summary of the school level needs assessment — placed in school filing cabinet at the Goal level file cabinet  icon

SCHOOL IMPROVEMENT REQUIRED GOALS

Schools in Improvement (Priority, Focus, and Pre-Intervention and Priority-SIG) will have two additional goals to address the academic needs of the bottom 25% in Math and Reading.

(Need to enter SMART components and AMOs.)

Goal 2: To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Reading.

Goal 3: To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Math.

Pre-Intervention Schools	Priority Schools	Focus Schools	Priority SIG Schools
<ul style="list-style-type: none"> Develop strategies and actions steps aligned to the 7 Turnaround Interventions for achievement <u>Goal 2</u> and <u>Goal 3</u>. Use Pre-Intervention tags at the action step level 	<ul style="list-style-type: none"> Develop strategies and actions steps aligned to the 7 Turnaround Interventions for achievement <u>Goal 2</u> and <u>Goal 3</u>. Use Priority tags at the action step level 	<ul style="list-style-type: none"> Develop strategies and actions steps aligned to the 7 Turnaround Interventions for achievement <u>Goal 2</u> and <u>Goal 3</u>. Use Focus tags at the action step level 	<ul style="list-style-type: none"> Develop strategies and actions steps aligned to either the Turnaround Model or Transformation Model for achievement <u>Goal 2</u> and <u>Goal 3</u>. Use Turnaround or Transformation tags at the action step level

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Title I Schoolwide(SW)	Schools in Improvement <i>Schools in Improvement must include indicators in this column in addition to the SW or TA requirements</i>	Title I Targeted Assistance(TA)
<p>1 – School Leadership Providing strong leadership</p> <p>Effective School Leadership</p> <ul style="list-style-type: none"> • A shared vision and mission are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • Participates in the planning and delivery of job embedded professional development. • Uses the teacher and principal evaluation system to drive its professional learning opportunities. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students. 	<p>1 – School Leadership Providing strong leadership</p> <p>Strong Effective Leadership <i>(Turnaround Intervention – 1)</i></p> <ul style="list-style-type: none"> • A shared vision and mission that promotes a culture of excellence are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • Participates in the planning and delivery of job embedded professional development. • Uses the teacher and principal evaluation system to drive its professional learning opportunities. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students. 	<p>1 – School Leadership Providing strong leadership</p> <p>Effective School Leadership</p> <ul style="list-style-type: none"> • A shared vision and mission are evident throughout the school. • Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community. • Participates in the planning and delivery of job embedded professional development. • Uses the teacher and principal evaluation system to drive its professional learning opportunities. • The principal ensures an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

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<p>2 - Strengthen instruction for all students</p> <ul style="list-style-type: none"> • <u>Whole school reform (RTI or other research-based model)</u> • <u>Instruction by HQ teachers</u> • <u>Equitable distribution of effective teachers</u> • Subject-related PD • Coaching • Curriculum alignment and articulation • Classroom walk-throughs 	<p>2 - Strengthen instruction for all students</p> <p>Strengthen Instructional Program Based on Student Needs (Turnaround Intervention – 4)</p> <ul style="list-style-type: none"> • A standards-based curriculum that is aligned with Arizona’s Common Core Standards, assessments, and provides flexibility to meet the needs of all students, including students with disabilities, gifted and talented, culturally and linguistically diverse and economically disadvantaged students. • Use of instructional resources (both core and supplemental) are aligned to each other and the Arizona Common Core Standards, including ELP standards, in all curricular areas and are current and sufficient in quantity. • Policies and procedures to ensure school leadership and instructional teams examine student work for evidence that instruction is aligned to the state standards is evident. • Clear expectations for allocation of instructional time in all core subject areas. <p>Effective Teachers (Turnaround Intervention – 2)</p> <ul style="list-style-type: none"> • Critical teacher skills have been identified, including knowledge-based competencies and general abilities to school improvement that are specific to all learners and to subgroups of students. • An effective instructional framework (based on current and best practice) aligned with the curriculum, frequent benchmark assessments, and addresses the learning needs of diverse populations. 	<p>2 - Strengthen instruction for all students</p> <p><u>Focused PD based on needs of Title I staff and teachers of Title I students</u></p>

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	<p><i>2 - Strengthen instruction for all students cont...</i></p> <p>Effective Teachers cont....</p> <ul style="list-style-type: none"> • Teachers are evaluated (both formally and informally) and provided with regular feedback. • Teachers are provided with professional development that is relevant to their needs, based in classroom practice, and reinforced through job-embedded coaching and support. • Activities and assignments (including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson. 	

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<p>3 - Intervention program for struggling students</p> <ul style="list-style-type: none"> • <u>SBR programs</u> • <u>Integrated with regular classrooms' standards-based curriculum</u> 	<p>3 - Intervention program for struggling students</p> <p>Implement Response to Intervention Model that includes a multi-tiered instructional support system.</p> <p>Additional Instruction Time (<i>Turnaround Intervention – 3</i>)</p> <ul style="list-style-type: none"> • Instructional time in core academic subjects is maximized and addresses achievement gaps. • Extended learning time is available to all students, or if focused on staff development is available to all staff. • Effectiveness of extended learning time is evaluated. • Additional time for intensive reading intervention for students who do not achieve proficiency on state assessments at the end of third grade. <p>Strengthen Instructional Program Based on Student Needs (<i>Turnaround Intervention – 4</i>)</p> <ul style="list-style-type: none"> • Use of instructional resources (both core and supplemental) are aligned to each other and the Arizona Common Core Standards, including ELP standards, in all curricular areas and are current and sufficient in quantity. <p>Effective Teachers (<i>Turnaround Intervention – 2</i>)</p> <ul style="list-style-type: none"> • Additional assistance is provided for low-performing students in the classroom and/or out-of-school time programs. • Teachers make instructional decisions based on student performance data. 	<p>3 - Targeted interventions in reading and mathematics for most academically at-risk</p> <ul style="list-style-type: none"> • <u>Extended learning time</u> • <u>Aligned with regular classrooms' standards-based curriculum</u>

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<p>4 - Data-driven decision making</p> <ul style="list-style-type: none"> • <u>Systematic assessment and data collection processes</u> • Data analysis-related PD • Job-embedded time for data analysis and instructional planning 	<p>4 - Data-driven decision making</p> <p>Data Informs Instruction (<i>Turnaround Intervention – 5</i>)</p> <ul style="list-style-type: none"> • A comprehensive school-level accountability and data management system is in place which includes formative, interim/benchmark and summative assessments. • District and school-level formative, interim/benchmark and summative assessments are utilized frequently and aligned with Arizona Common Core Standards and district curriculum. • Student performance data is used to inform instructional practices, programs and resource allocation. • Student progress data are reported frequently and regularly to students and parents. • Structure to analyze data, plan instruction, make programmatic and instructional changes, and increase effective instructional practices (Teacher Learning Communities). 	<p>4 - Data-driven decision making</p> <ul style="list-style-type: none"> • <u>Placement criteria for TA program</u> • <u>Time for data analysis and instructional planning</u> • <u>Program exit criteria</u>

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<p>5 - Coordinated and comprehensive services</p> <ul style="list-style-type: none"> • <u>Integration of programs</u> • <u>Transition programs</u> (required for pre-K to K) • <u>ECAPs – HS required; grades 5-8 recommended</u> • <u>Parent and family engagement required</u> • Dropout prevention <p>Positive School Climate Focused on Achievement</p> <ul style="list-style-type: none"> • High expectations for academic achievement for all students are evident throughout the school environment. • The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. • Discipline plans and procedures reflect equity and a respect for diversity in all areas. • The physical environment is clean and orderly. • Support is provided for students at key transition points—PK through kindergarten, elementary through middle school, and middle school through high school. 	<p>5 - Coordinated and comprehensive services</p> <p>Cohesive and seamless Instructional support system for all students based on implementation of RTI model</p> <p>School Environment Focused on Achievement/Non-Academic Factors Affecting Student Achievement (Turnaround Intervention – 6)</p> <ul style="list-style-type: none"> • High expectations for academic achievement for all students are evident throughout the school environment. • The school environment is driven by a clear plan for school safety and codes of conduct for staff and students. • Discipline plans and procedures reflect equity and a respect for diversity in all areas. • The physical environment is clean and orderly. • Support is provided for students at key transition points— PK through kindergarten, elementary through middle school, and middle school through high school. • A process in place to celebrate student and teacher achievement regularly and to provide incentives for making progress toward meeting school goals. 	<p>5 - Coordinated and comprehensive services</p> <ul style="list-style-type: none"> • <u>Parent and family engagement required</u> • <u>ECAPs – HS required; grades 5-8 recommended</u> <p>Family and Community Engagement</p> <ul style="list-style-type: none"> • Families are invited to participate in school activities and programs. • Families are informed of opportunities that may help students who struggle in school. • Families and community members are invited and encouraged to participate in school improvement efforts. • School personnel actively seek out community participation in school activities and planning. • Parent and family engagement strategies focused on increasing student achievement.

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<p>5 - Coordinated and comprehensive services cont...</p> <p>Family and Community Engagement</p> <ul style="list-style-type: none"> Families are invited to participate in school activities and programs. Families are informed of opportunities that may help students who struggle in school. Families and community members are invited and encouraged to participate in school improvement efforts. School personnel actively seek out community participation in school activities and planning. Parent and family engagement strategies focused on increasing student achievement. 	<p>5 - Coordinated and comprehensive services cont...</p> <p>Engaging Families and Communities (<i>Turnaround Intervention – 7</i>)</p> <ul style="list-style-type: none"> Families and community members are invited and encouraged to participate in school improvement efforts. School personnel actively seek out community and family participation in school activities and planning. Families are informed of opportunities that may help students who struggle. Family engagement strategies are focused on increasing student achievement. School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple strategies. Communication strategies are culturally and linguistically appropriate. <p>Written notices per Section 1116</p>	
<p>6 - Plan development, implementation, and evaluation</p> <ul style="list-style-type: none"> <u>External technical assistance and LEA support</u> <u>Indicate SW type (SW1, SW2, or SW3) and the programs included within the SW plan/budget</u> <u>SW plan committee</u> <u>Annual evaluations</u> 	<p>6 - Plan development, implementation, and evaluation</p> <ul style="list-style-type: none"> Well-defined plan for external technical assistance and LEA support for school improvement efforts A comprehensive plan to monitor and evaluate implementation of the school's improvement plan strategies and action steps. 	<p>6 - Plan development, implementation, and evaluation</p> <ul style="list-style-type: none"> <u>Annual evaluations</u>

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